educator information

RI's Educator Evaluation System at a Glance

In 2009, the RI Board of Regents approved a set of Educator Evaluation System Standards for our state. These standards will guide Rhode Island as it develops a state model for how we evaluate our educators—including teachers, support professionals, principals, *and* superintendents.

Developing a model evaluation system for the state is part of the RI Department of Education's (RIDE's) strategic plan. Once that model is developed, each school district may decide whether to use the model system or to use an alternative system, which must also meet the Educator Evaluation System Standards. The model system will be developed and ready for use by September 2011.

Planned Features of RI's Model Evaluation System:

Purpose. The main purpose of the evaluation system is to provide feedback and support to our educators. Conducting a meaningful evaluation of educators each year will help districts to provide and target the support—training, mentoring, coaching, resources—that educators need to be excellent.

Make-Up.

• 51% of each educator's evaluation will be based on student growth and achievement, as required by Board of Regents regulations.

  - Multiple measures will be included as part of that 51%. Data from student tests such as the NECAP, the DRA, the DIBELS, and ACCESS could be included.

• 49% of each educator's evaluation will be based on other professional factors, such as observations, fulfillment of professional responsibilities, and subject matter knowledge. This could include how an educator engages with students and families, and how they work with colleagues.

Results. There are four possible levels of effectiveness that an educator could meet on his or her evaluation: *Highly Effective, Effective, Minimally Effective,* or *Ineffective.*

• Because of the many factors that will be considered within an educator's evaluation, and because we know that we have many excellent educators in RI, we expect very few educators to actually receive an *Ineffective* designation in their evaluations.

Feedback and Support. As a result of the evaluation process, educators will receive feedback on their practice and will develop professional development plans that outline the support they will receive based on their individual needs.

Ensuring Educator Quality. RI must ensure that all our students are taught by effective teachers, and that all schools are led by effective leaders.

• No student will have an ineffective teacher for two years in a row.

• If an educator receives two years of ineffective evaluations, despite having received support and intervention from the school and district, s/he would not be retained by the district.

• After five years of ineffective evaluations, an educator's certification would not be renewed by the state of RI.

If RI Wins a Race to the Top Grant:

RI's plan for developing a model educator evaluation system is described in detail in the "Great Teachers and Leaders" section (section D) of the Race to the Top application.

• With Race to the Top funding, the development of the model evaluation system will be accelerated and enhanced! Race to the Top would provide our state with resources to:

- Provide even more support, training, and resources to help our educators develop as professionals;

- Invest in more ways to measure student growth and achievement, which will mean more data to inform educator evaluations;

- Bring together national and regional experts to help us develop the evaluation system;

- Meet regularly with our Advisory Committee for the Educator Evaluation System (ACEES) to collaborate on the development of the model and get feedback from education leaders in our state.

• Participating Districts (districts that sign the Memorandum of Understanding to officially participate in Race to the Top) will have "a seat at the table" in the development of the model evaluation system.

With or without Race to the Top, RIDE is committed to developing a model educator evaluation system that:

- Provides actionable feedback to educators to help them to develop as professionals and improve their practice;

- Is developed collaboratively with all stakeholders;

- Is transparent, fair, and comparable from classroom-to-classroom and district-to-district; and

- Is informed by ongoing research, so that we continually improve and enhance our system.